

Physical Resource Management in Government Secondary Schools, Wolaita Zone, Southern Ethiopia

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Abstract

The study explored physical resource management practices in the Wolaita Zone government secondary schools. A descriptive survey design was used to attain the study's stated objective. Both quantitative and qualitative method was employed in this research. Sample respondents were drawn by available sampling technique due to their direct relationship with the issue under study and hence to gain sufficient information. The data was collected through questionnaires, interviews, document review and personal observation. Data gathered through questionnaires were quantitatively analyzed using percentage and mean values. Moreover, the data gathered through interviews, open-ended questions, observation and relevant documents were qualitatively analyzed. Having gone through these, the study found that resource management functions such as planning, inventory, purchasing, maintenance, participatory management and budget allocation for the provision of the required materials were poorly implemented. Purchasing physical resources revealed weaknesses in quality, quantity, time and price. There was ineffective maintenance of physical resources, unqualified storekeepers, and a lack of proper follow-up are reasons for the damage and wastage of such physical resources. The inventory practice and using inventory reports for decisions in the school were poor. The storage management system was in poor condition in all schools. The lack of users' technical skills was a significant challenge for managing physical resources. Significant challenges were due to a lack of good storing and disposal strategy, proper distribution, and poor close follow-up.

Keywords: Physical Resources, Inventory, Maintenance, Budget, Management Functions.

Introduction

The study assessed the physical resource management (PRM) in secondary schools in Wolaita Zone. This section of research deals with the background of the study, statements of the problem, research questions, study objectives, significance of the study, delimitation, limitation and definition of basic terms.

Background of the Study

Physical resources (P.R.) in secondary schools were related to all forms of materials that students and teachers interact with for effective learning and teaching. The physical resources are instruments a teacher teaches and students learn from. According to Mucai (2013), physical resources in school are the primary component of well-organized educational systems. Akinsanya (2010) also stated that teaching-learning is more effective when effectively handling and utilising educational materials. The poor performance of education is linked to inadequate school physical materials, facilities and shortage of textbooks and reference materials, among the significant factors. Therefore it seems that one of the prime factors that affect the achievement of educational objectives is the scarcity of educational materials in the required quality, quantity, and underutilization of the existing ones. Therefore, the primary educational problems in Ethiopia are the shortage of educational materials and a lack of clear school-level policy and direction.

It is necessary and reasonable to study physical resource management in government secondary schools Wolaita Zone needs improvement. This encouraged the researcher to focus on this topic and then recommend what will be done to manage physical resources in government secondary schools in Wolaita Zone. Therefore, this study assessed managing physical resources in government secondary schools in Wolaita Zone.

Statement of the Problem

The educational program can be successful if the teaching-learning process is carried out and well implemented through the effective management of physical resources (Achimugu & Onojah, 2017; Kaya & Akdemir, 2016). The effective and efficient physical resource planning functions contribute to the improvement of performance on students' result and helps enhance schools' profitability. Therefore, the teaching and learning process requires the proper management of physical resources.

Indicated that there are factors that affect the effective managing physical resources in secondary schools, such as lack of commitment towards the resources, not purchasing quality materials, lack of transparency and accountability from the concerned government and school leaders, absence of proper warehouse for the school materials, weakness of the school administration in finding solutions to the problems concerning the issues of physical resources management. Therefore, for the better management of educational resources, stakeholders should know what resources are required and how these resources are managed.

Bekuretsion (2005) studied the utilization of educational resources concerning Tigray. He has realized that effectiveness and efficiency in educational material management were one of the significant problems in the educational system of Ethiopia. Tafesse (2007) studied in Arsi Zone on educational material resource management in preparatory schools. The study has shown that little attention was given to educational material resource management in the system. According to his finding, the overall planning was not effectively implemented. This study differed from previous studies done at different levels because this study

considered the excellent management of physical resources in government secondary schools in the Wolaita Zone. The responsibility of stakeholders in managing the physical resource in government secondary schools in Wolaita Zone. This study will be conducted to fill in such knowledge gaps on the issue under investigation. This study will attempt to answer the following fundamental research questions.

1. What significant challenges affect physical resource management in the government secondary schools of Wolaita Zone?
2. Which challenges greatly influence the effectiveness of physical resource management in the secondary schools of Wolaita Zone?

Literature Review

Importance of Physical Resources in the Educational System

Physical resources, which include facilities, equipment, land, and other assets, support students' teaching-learning process and improve institutional effectiveness. Physical resource planning is integrated with institutional planning. Resources constitute a vital factor in the educational system's functioning, as the system's success depends on the available human resources and materials (Oni, 1995). In line with this, Evertte, E.A. (2003) identifies resources in an educational establishment, including students, personnel, physical facilities, curriculum and finance. Biruk (2008) defines educational resources as materials that help, support, or aid the teaching-learning process. He, therefore, pointed out that education resources were materials or items which aided and supported the teaching-learning process in secondary schools.

A well-equipped school environment's role in the educational system cannot be over-emphasized. Some of the importance of physical resources (school facilities), such as buildings, ventilated and spacious classrooms, furniture, instructional materials, electricity, toilet facilities, playing facilities, laboratories, libraries, aesthetics etc., as stated by Mitchell, H. (1973), are as follows:

- It creates a conducive environment for teaching and learning.
- It helps the learners to develop skills through extra-curricular activities.

- It motivates the school teachers in the execution of their duties.
- It helps retain teachers through a friendly teaching environment and reasonable allowances.

Planning Physical Resources

Physical resource planning is the primary function of management. It is the guiding instrument to select our goals and determine how to achieve them. It also lays a good ground for effective working and controlling systems. In connection to this, Bantie Workie (2004) states that planning is the first function; it defines the goals and alternatives and maps out courses of action that will commit individuals, departments, and the entire organization for days and months, and years to come.

Store Keeping for Physical Resources

Store housing is a process of setting and achieving goals through store management functions that utilize human, financial and material resources. The warehousing or storing function concerns holding and caring for physical resources and supplies pending distribution and/or disposition. In this regard, the storekeeper in the school is responsible for each type of physical resource through proper identification of material, efficient materials handling and protection of materials against spoilage in the warehouse; in addition, the store manager also controls the activity of materials while receiving, issuing and controlling materials recorded in the ledger in a systematic manual.

Distribution of Physical Resources

Physical resource distribution involves moving physical materials from the warehouse facility to the requesting unit or department. Once received and processed in the storage, physical resources should be distributed to their destination. The primary purpose of distribution is to help the education system obtain the required materials on time with proper care and safety. However, the distribution function may face some problems due to shortage of transport, political interference, financial constraints and insufficient amount of educational materials corresponding to the number of users. Some of these problems may emanate from a failure to perform the required managerial functions properly.

Inventory Control of Material Resources

Inventory control is the function of planning and maintaining the correct quantity of materials for a given production programmer with the minimum investment. One of the essential functions of stock control (inventory control) is to submit lists of obsolete and surplus stocks for disposal so that as little money as possible is tied up in the inventory (Nair, 1994).

Physical Properties Disposal

As schools grow and the teaching-learning process gets complex, the amount of obsolete and surplus materials and as materials are scarce management system is necessary. According to Gopalakrishnan and Sundaresan (1997), obsolete items are materials and equipment that are not damaged and have economic worth but are no longer useful for the company. The operation has many reasons, such as a change in the product line. Process materials and so on; surplus items are those materials and equipment which have no immediate use but have accumulated due to faculty planning, forecasting and purchasing.

Purchasing of Physical Resources

The primary function of purchasing includes the flow of physical resources from the supplies to an organization that intends to facilitate the attainment of predetermined objectives. In a narrow sense, the term “purchasing” simply describes the process of buying; however, in a broader sense, the term involves determining the need, selecting the supplier, arriving at a proper price term and condition, issuing the contract or order, and following up to ensure proper delivery (Lemma Hailemichael, 2018). The essential steps are recognizing the need for the physical resources by using a check-up of the available stock, determining the quality of materials which will be required regarding the level of available funds, deciding on a priority basis about the available funds, drawing detailed specifications of the required items, preparing and publishing tender documents, analyzing the tenders to determine the prices, availability of materials etc., based on the present proposal on the quality, quantity of items, prices, delivery date, the ability of supplier, etc. approving the tenders who should supply the materials, finally

awarding the contract for the supply of materials (Lemma, 2018).

Maintenance of Physical Resources

Maintenance is the continuous process of repairing and replacing pieces of property, whether grounds, buildings or equipment, as nearly as possible to the original condition of completeness. It also includes good care and proper use of materials and equipment. Secondary schools physical serve many people at large throughout the year by the students, teachers and other school communities. Due to this and other reasons, materials need continuous maintenance and follow-up.

Challenges of Physical Resources Management

Currently, the world is crucially depending on improvement in methods. More effective management of resources in the struggle for economic growth And higher living standard resources are scarce to employ them in promising undertaking or to permit capacity to be impaired or in terms of specific activities is the utilization of material resources in such manner as to maximize outputs (Chary, S.N., 2000). Therefore .this shows that it had better utilize our material resources wisely because they are limited in type, kind and amount. Significant factors that affect the utilization of material resources such as poorness of planning, lack of resource risk assessment, lack of enough appropriate skills, absence of optimized resource use, unrealistic deadlines, inconsistency of resource assignment, too much-planned request for resources, shifting resources to respond problems and poorly documented resource utilization. Besides, educational administration plays a vital role in responsible administrative bodies executing the instruction process that requires human and material resources. However, the utilization of it in the concerned bodies is found below expected. Furthermore, it asserted that there was vandalism

in school resource management which was ignored by the concerned stakeholders, that never found solutions regarding material resources utilization. Organizations have to store their goods and materials until they are required for production and profitability.

Research Design and Methodology

Research Design

The selection of research design is believed to depend on the problem to be investigated. Therefore, this study employed a descriptive survey design among the various research methods. The method enables the researcher to investigate the current situation and identify significant problems in managing physical resources.

Source of Data

Both primary and secondary data sources were used to accomplish the research study. The primary data sources included principals, vice principal department heads, librarians, finance workers and storekeepers. The secondary sources of data consumed in this work include document analysis of the minutes of various committees in the area under the study.

Sample Size and Sampling Techniques

This study will focus on the sample size and sampling techniques of the population. Thus, 15 Principals, 30 Vice Principals, 225 Department Heads, 15 Librarians, 15 Storekeepers and 15 Finance experts; 315 respondents were selected and responded by availability/convenience sampling technique from the sample schools. However, involving the whole teachers' and students' variables was difficult and unmanageable to analyze the data. Therefore, the sample subjects were assumed to represent the whole population under the study.

Table 1 Respondents, Population, Sample size and Sampling Techniques of the Study

S. No.	Categories of Staff	Population	Sample Size	Sampling techniques
1	Principals	15	15	Availability convenience sampling
2	Vice principals	30	30	Availability convenience sampling
3	Department heads	225	225	Availability convenience sampling
4	Finance Expert	15	15	Availability convenience sampling

5	Librarians	15	15	Availability convenience sampling
6	Storekeepers	15	15	Availability Convenience Sampling
Total		315	315	

Instruments of Data Collection

Questionnaire

The researcher used close-ended and open-ended questions in the respondent's requirements to give specific questions to respond to. Then, considering the advantage of the questionnaire, which takes a short time, the researcher developed the questionnaires and administered them.

Interviews

In a personal interview, the interviewer reads the questions to the respondent face-to-face and records the answers. One of the most critical aspects of the interview is its flexibility.

Observations

The researcher observed the status of handling and managing physical resources in this part of the data-gathering tool. Moreover, Warehouse and document observations were done by the researcher.

Document Analysis

When an investigation focuses on analyzing documents, we must access the recorded or written materials to examine. Documents study may be relevant to investigate people alive in case it is consulted to give direct evidence of practice. To support the information gathered through questionnaires, interviews and observations, the researcher will collect data from the manuals, reports, letters and other meeting documents, disposal committee documents, receipts and material models (model;19 and 22).

Methods of Data Analysis

Quantitative data were analyzed using percentage, frequency, and mean scores. The quantitative data and responses were categorized, and frequencies were tallied. Percentage and frequency tally was

used to analyze the characteristics of the population as they help to determine the relative standing of the respondents. The questionnaire items were presented in tables according to their idea coherence. The scores of each item were organized, statistically compiled and entered into SPSS to obtain each item's frequency, percentage and mean value.

Qualitative data were collected from the documents, and Semi-structured interviews and open-ended question items were analyzed qualitatively. The interview notes were transcribed, categorized, compiled into themes, and translated into English. The result of open-ended questions and document analysis were summarized and organized with related categories. Analysis and interpretations were made based on the questionnaires, interviews, and document analysis. In this regard, the data analysis was made with the help of frequency distributions, percentages and mean values. The interpretations Likert type attitude scale was made for all three points. Scales were $<2.50 = \text{Low}$, $2.50 - 3.49 = \text{Average}$, $3.5 - 5.00 = \text{High}$ point scale measurements based on the following mean score results of Likert type attitudes were: $1.00 - 1.49 = \text{Strongly disagree}$, $1.50 - 2.49 = \text{Disagree}$, $2.50 - 3.49 = \text{Undecided}$, $3.50 - 4.49 = \text{Agree}$ and $4.50 - 5.00 = \text{strongly agree}$

Significant challenges that affect physical resource management in the government secondary schools of Wolaita Zone

In the review literature part of this thesis, it was reviewed that the study's second objective was significant challenges of physical resource management and assessing the challenge. With this in mind, the respondents were asked to reflect on significant challenges in physical resources management in the study's qualitative and quantitative parts. The responses of the respondents were illustrated here.

Table 2 Challenges that Affect Physical Resource Management

N	Items	Rating Scale												N	%	Mean
		SD		D		UD		A		SA						
		F	%	F	%	F	%	F	%	F	%					
1	The lack of users' technical skills is a challenge for the management of physical resource	39	11.9	38	11.6	20	6.1	90	27.5	114	34.9	301	100	3.67		
2	Lack of good storing and disposal strategy	28	8.6	27	8.3	23	7.0	81	24.8	142	43.4	301	100	3.93		
3	Lack of proper distribution	24	7.3	14	4.3	11	3.4	103	31.5	149	45.6	301	100	4.12		
4	Lack of close follow-up by school leaders	32	9.8	39	11.9	24	7.3	77	23.5	129	39.4	301	100	3.77		

Source: Author's Survey, 2022

Key: SD = strongly disagree, D = disagree, UD = undecided, A = Agree, SA = strongly agree, F= frequency N= Total. Scales: < 2.50 = Low, 2.50 –3.49 = Average, 3.5 – 5.00 = High

The first item of table 2 elicits information on whether the lack of users' technical skills is a major challenge for the management of physical resources or not. Hence, the majority, 114(34.9%) respondents, were ranked as strongly agree. The result shows the mean score to be 3.67, which is a high rate. These indicate that there is a technical skill gap in users.

In the second item of table 2, the respondents were asked whether a lack of good storing and disposal strategy is a significant challenge for managing physical resources. Also, the majority of 142(43.4%) respondents strongly agree. The mean score is 3.93, which is a high rate. These indicate a lack of good storing and disposal strategies in secondary schools.

In the same table of item 3, respondents were also asked if there is a lack of proper distribution or not. As a result, 149 (45.6%) respondents strongly agree with the issue. Therefore, although the mean score was also 4.12, this clearly shows a lack of proper distribution of physical resources in secondary schools.

Regarding item 4 of table 2, respondents were asked to rate school leaders' lack of close follow-up on physical resources. From the responses obtained, the majority, 129 (39.4%), strongly agree. Also, the mean score was 3.77. From this, it can be concluded that there is a lack of close follow-up by

school leaders as being challenged to school physical resource management.

According to Gopalakrishnan (2005), in-store layout, the governing criteria are an easy movement of materials, good housekeeping, sufficient space for men and material handling equipment, optimum utilization of storage space, judicious use of storage equipment such as shelves, racks, pallets and proper preservation from rain, light and other such elements. Other important factors governing the location are the number of end users and their location, the volume and variety of goods to be handled, the location of the central receiving section and accessibility to modes of transportation. Though Harris has mentioned these requirements of a warehouse, in most cases, it is difficult to get these requirements fulfilled. For example, not much attention is given to the construction of a warehouse in schools where some educational materials are being kept for the time.

Responses on Significant Challenges from Principal Vital Informants

Before deciding to purchase physical resources, there is a poor check-up system of the available stock because storekeepers and purchasers have no adequate information on all physical resources (Boditti Secondary). To purchase determining the quality of materials which will be required but regarding the level of available funds, deciding on a priority basis concerning the available funds, drawing detailed specifications of the required

items, preparing and publishing tender documents, analyzing the tenders to determine the prices, availability of materials etc., there is knowledge and capacity gap on purchasing committee (Hidase and Tebela Secondary).

We have no store to stock materials; for this reason, our physical properties are dumped everywhere. So, scarce and expensive materials are exposed to damage and theft (Delbo Atwaro and Boditti Meles Zenawi Memorial).

The store is a significant problem in our school because of the scarcity of more room for the warehouse and shortage of budget for construction. Physical resource handling is rigid in school (Galcha Suke and Gara Kodo). Today building materials are costly in our country, making constructing the above facilities very difficult. For this reason, physical resources are exposed to damage. Hence, the absence of good storage shortens the life span of physical resources due to damage (Badessa and Charake Secondary Schools). (May 01 – 12, 2022)

Regarding the significant challenges of physical resource management in secondary schools, data gathered from the interview and open-ended questions indicate a lack of quality when purchasing, lack of regular maintenance, lack of organized follow-up, lack of allocating budget in each term, and controlling mechanisms are the first problems. The second problems are the lack of a uniform material management system in secondary schools, the absence of the participation of stakeholders in the management of physical resources and the lack of proper stores in secondary schools.

Measures to be taken to Alleviate Physical Resource Management Challenges

This was the third objective of the study. The respondents' responses to the open-ended questionnaire were discussed as follows.

Response from the Interview

Bogale Walelo, Humbo Tebala Principal:-There are different school guidelines, but training or giving awareness to the school community was the problem. Boditti Secondary, Gara Godo and Areka Secondary Store Keeper: There are different school guidelines, but training or giving awareness to all the school

community and us was the problem. It is better if concerned bodies give training. Shanto, Gacheno, and Areka Secondary Schools principals Said: That woreda or Zone administrative bodies should create awareness among all school communities and stakeholders. Every school individual should develop a sense of responsibility and belongingness to materials. Delbbo Atwaro Secondary Schools principal Said: Each material management function should be planned, and the frequency of supervision inside and outside should be considered. Galcha Offa, Charake, Hidase and Gurumo Koysa secondary school principal said: Lack of timely maintenance practices was a serious problem in these schools. When school materials are broken or damaged, immediate measures are not taken to repair or reuse them. The conventional practice of repairing after it has collapsed is the most prevalent problem in schools. (May 01 – 12, 2022)

Open-ended questionnaire responses concluded: Relevant and adequate educational materials ought to be supplied to schools at the right time. This would promote the implementation of educational objectives. The government bodies and other stakeholders should set aside substantial money to provide such materials. People ignore property aspects, become unconcerned and irresponsible, and simply pass while they are misused, broken and damaged. They perceive it to be a single manager or a section duty. However, material and equipment management is a staff function. It requires a collaborative effort of all the concerned bodies. Therefore, the Woreda and the school should jointly work on managing and utilising material resources to make workers, students, teachers, and the communities develop a sense of belongingness, responsibility, and ownership towards the educational properties.

From this, it can be concluded that measures should be taken as the respondents pointed out the short training should be available from concerned bodies. Furthermore, government bodies should set aside in budgeting substantial money, and the school community should sense belongingness for the school's physical properties.

Summary

The study investigated Physical Resource Management in Secondary Schools of Wolaita Zone. Four of the ten sample administrative areas were town administrations, and the remaining six were Woreda. From them, fifteen secondary sample secondary schools were selected for this study. All school principals, vice principals, department head teachers, finance officers, storekeepers, and librarians were taken as informants in the study. The study was conducted using questionnaires, interviews, document reviews and observation as data gathering tools, and a descriptive survey research design was employed to conduct the study.

The data from different sources were analyzed using statistical tools such as frequency, percentage and mean. Depending on the results of the analysis made, the following significant findings were obtained and summarized as follows:

In order to attain the objective of the study, the following fundamental research questions were raised:

1. What significant challenges affect physical resource management in the government secondary schools of Wolaita Zone?
2. Which challenges greatly influence the effectiveness of physical resource management in the secondary schools of Wolaita Zone?

The study result showed that in sampled schools in the Wolaita Zone, in terms of physical resource management function, especially planning, inventory, purchasing, maintenance, and budget allocation for the provision of the required materials, the highest number of the groups of respondents confirmed low. Concerning material, planning corresponds school's annual plan, and purchases are made based on the annual plan schedule; the findings indicate that the scores are categorized under low rate. Interviews results show that all schools are preparing the plan. Nevertheless, their plans do not show how many school resources are needed. Because of this, there is a shortage of physical resources in some schools; while there found surplus materials in schools, according to observation, their maintenance needed physical resources here and there in the school compound. As planning activity is a sensitive issue, there is a gap in planning physical resources.

- The results related to purchasing physical

resources revealed weaknesses in quality, quantity, time and price. Quality According to most of the open-ended questionnaire responses results, there were school physical resources purchases made without checking the specification of purchase orders. Therefore, one can conclude that there is a gap in quality, quantity, price and time committee checking items against purchase order; on the other hand, the interviews revealed that users do not specify items they request.

- Storage of physical resources was poor. The warehouses in less capacity to accommodate the available physical resources. Moreover, secondary schools. Concerning follow-up and checks made by responsible bodies for utilization and the protection of materials from waste, the highest number of respondents revealed low.
- The study results show that all secondary schools in Wolaita Zone were less effective in maintaining physical resources. The researcher also revealed and observed that there are damaged physical resources. These schools lack proper planning, assignment of less qualified or inexperienced storekeepers, and lack of proper administration follow-up are reasons for the damage and wastage of such physical resources.
- The result of the inventory control system was also found to be low. The mean score on inventory practice of physical resources in the school, guidelines to the inventory of school physical resources, regular planning in physical resources inventory control, inventory committee regularly report to school management, measures taken after inventory report, and inventory reports were filed in school mean score was 2.18, 2.22, 1.97, 2.26, 2.38 and 2.21 respectively, which is low. The result indicates that inventory control suffered from a lack of appropriate guidelines, filing, taking measures accordingly and follow-up carelessness from concerned bodies.
- Significant challenges that affect physical resource management in the government secondary schools of Wolaita Zone:
- Generally, there was no uniformity of physical resource management and utilization system among the secondary schools in the Wolaita Zone. The storage management system is in poor condition in all schools. Lack of continuous

follow-up from concerned bodies makes materials management functions not adequately practised. The result on Challenges that affect physical resources was also high. Lack of users' technical skills is a challenge for the management of the physical resource, lack of good storing and disposal strategy, lack of proper distribution, and lack of close follow up by school leaders mean scores were 3.67, 3.93, 4.12 and 3.77 lies on high respectively.

Conclusions

Purchasing physical resources revealed weaknesses in quality, quantity, time and price. Therefore, there was a gap in quality, quantity, price and time committee checking items against the purchase order. Moreover, the storage of physical resources was poor. Concerning follow-up and checks made by responsible bodies for utilization and the protection of materials from any wastage, the failed in problem.

The inventory practice of physical resources in the school, guidelines to the inventory of school physical resources, regular planning in physical resources inventory control, inventory committee regularly report to school management, measures taken after inventory report and inventory reports filing and using for decisions were poor. Therefore, there was no uniformity of physical resource management and utilization system among the secondary schools in the Wolaita Zone.

The storage management system was in poor condition in all schools. Lack of continuous follow-up from concerned bodies leads that materials management functions are not practised correctly. Lack of users' technical skills was a significant challenge for the management of the physical resource; a lack of good storing and disposal strategy, lack of proper distribution and lack of close follow-up were significant challenges in physical resource management.

Recommendations

- In schools, physical resource management is a crucial issue to accomplish the objectives of the institutions, and it is a base for achieving the school objective. Therefore, based on the findings and conclusions drawn, the following recommendations are forwarded:

- The scarcity of resources is the major problem in the management and utilization of physical resources in school. However, more than the staffing shortage, the most handicapped resource management was the lack of proper utilization of physical resources. Hence the Zone and the Woreda education office should organize adequate and exhaustive job training in the area of physical resource management and utilization like; planning, organizing, purchasing, controlling, inventory, allocation, distribution, warehousing, disposition and utilization to raise the potential of the personnel that enable them to execute their duties in the manner that reduce cost and maximize the use of the available resources.
- The Zone, Woreda and other concerned bodies should provide physical resource management guidelines to all secondary schools.
- Proper planning, purchasing, storage, and maintenance rather than replacement and distribution of school materials must be carefully handled by the school management and administrative bodies.
- Schools should have a regular auditing system for physical resources. Moveable materials include furniture, office equipment, laboratory materials, plasma T.V., textbooks, etc. The immovable resources are primarily the buildings and other assets for educational purposes in the school. The school administrator may have these records, but the internal physical resource auditor could do the maintenance and monitoring.
- Physical resource inventory has not been taken regularly in secondary schools of Wolaita Zone. This causes a problem inadequately controlling and managing the physical resources. Therefore, it is recommended that the inventory of physical resources be taken twice a year.

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Conflict of Interest

The author has confirmed that they have no conflict of interest in publishing this article.

Technical Terms

The Ethiopian people usually use technical terms, and the Government is also exercising in the Official documents and reports.

- Woreda means District
- Kebele means Village
- Dega means High land
- Wynedega means Mid-highland
- Kolla means low land

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